

INSPECTION REPORT

BINSTEAD PRIMARY SCHOOL

Binstead, Ryde

LEA area: Isle of Wight

Unique reference number: 118176

Headteacher: Helen Flynn

Lead inspector: Margaret Coussins

Dates of inspection: 1st – 3rd March 2004

Inspection number: 255506

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-9
Gender of pupils:	Mixed
Number on roll:	193
School address:	Hazelmere Avenue Binstead Ryde Isle of Wight
Postcode:	PO33 3SA
Telephone number:	01983 562341
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Appropriate authority:	The governing body
Name of chair of governors:	Mandy Bateman
Date of previous inspection:	6 th June 1998

CHARACTERISTICS OF THE SCHOOL

Binstead is a smaller than average community first school situated on a housing estate in the village of Binstead near Ryde. The pupils come from predominantly average, mainly white British backgrounds and there are no pupils at an early stage of learning English. The number of pupils who are eligible for free school meals and the number with special educational needs are broadly in line with the national average. When they enter school children have skills and knowledge that are average. The school had a Schools Achievement Award in 2002 and a Healthy Schools Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16084	Margaret Coussins	Lead inspector	English, Art, Physical Education, Special Educational Needs
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Binstead is a good school that provides good value for money. Overall standards in the school are above average and pupils achieve well. Teaching and learning are good. Leadership and management are good and parents and pupils are confident and happy with the work of the school.

The school's main strengths and weaknesses are

- Pupils achieve well in English and very well in mathematics
- Children receive a very good start to school in the reception classes and achieve very well
- An exciting curriculum includes very good provision for pupils' cultural development and is supported by excellent links with the community
- Teaching assistants offer very good support to help pupils achieve well
- The school looks after its pupils very well in all aspects of care, welfare, health and safety
- Inconsistencies in marking and the late start in some lessons detract from the otherwise effective teaching
- Strong leadership by the headteacher and very good support from the governors are driving the school's development, however, teaching and learning are not monitored sufficiently by some curriculum co-ordinators

The school has made good improvement since the last inspection. Nearly all points have been successfully dealt with. Pupils' needs are now met in lessons and teachers have better subject knowledge. Other issues, including pupils' cultural development and homework have been resolved. However, the marking of pupils' work still requires further improvement. Standards are higher than the last inspection.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	C	A	A	A
writing	E	A	B	B
mathematics	B	A	A	A*

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Pupils' achievements are good throughout the school. When children join the school they have average skills and knowledge, they make good progress in the reception classes and most reach the expected standards and many exceed them. In English, standards are above average by the end of Year 2 and Year 4. By Year 4, pupils' achievements in mathematics are very good and standards are well above national expectations. By Year 2, achievement in science is satisfactory and standards are average. Work seen in Year 4 shows that standards are average and achievement is good and so, by the end of the year some pupils will reach standards above expectations for their age. The proportion of pupils who reach higher than average levels of attainment in the reading, writing and mathematics tests exceeds the national figure.

Pupils' attitudes, behaviour and personal development are good. The attendance rate is **satisfactory** and most pupils arrive at school on time. Spiritual, moral, social and cultural development is **good**.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. The curriculum is very good because the school provides a very wide range of opportunities that cater for the needs and interests of all the pupils. The curriculum is enriched with activities outside of lessons that stimulate learning.

Teaching and learning are good overall and assessment is good. Teachers' subject knowledge is good and they plan well to provide equal opportunities for all pupils. The organisation of Years 3 and 4 into sets for English and mathematics is very effective and teaching methods are helping to raise standards in writing. Teaching assistants are used very well to support teaching and learning. Pupils have good attitudes to learning and work hard which helps them achieve well. Marking of work does not always help pupils know what they have done well and how they can improve.

Provision for pupils' care, welfare, health and safety is very good. The school provides good support, advice and guidance. Involvement of the pupils in the school's work and development is very good.

Parental links and the school's efforts to involve parents in school life are very good. Links with the community are excellent and links with other schools are very good.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are good. The leadership of the headteacher is very good. The management and governance of the school are good. The school very rigorously evaluates how well it is doing. A range of data is collected and used very well to guide school improvements. There is a lack of time for some co-ordinators to systematically monitor classroom practice.

PARENTS' AND PUPILS VIEWS OF THE SCHOOL

Parents are generally very supportive of the school and feel it is doing the best for their children. A few were concerned about the quality of information provided, but inspectors found that the range of information given to parents about their children was very good. Pupils enjoy coming to school, know they have to work hard and feel secure and happy.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are

- To ensure that teaching and learning time is not lost because of lessons not starting on time
- To ensure that the best practice in constructive marking and feedback to pupils is consistent across the school
- To ensure that teaching and learning are systematically monitored by curriculum co-ordinators

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement throughout the school is **good** and, overall, standards are **above** national averages. Standards in English are above average. Standards in science are average. Standards in mathematics are above average in Year 2 and well above average in Year 4.

Main strengths

- Standards and achievement in the reception classes are good
- Pupils' achievement in mathematics is very good in Years 3 and 4 and they reach standards that are well above the national expectation for their age
- The proportion of pupils reaching higher levels than expected for their age exceeds the national averages

Commentary

1. When children join the school they have average skills and knowledge, they make good progress and their achievement is good, so that by the time they leave the reception classes they reach the expected standards and many exceed them. Children's personal, social and emotional development and their communication, language and literacy skills are very good and development in the other areas of learning is good.
2. In English, pupils' skills are developed well in Year 1 and by Year 2 standards are above national averages. Achievement is good and by Year 4 standards are above expectations for their age. In mathematics, pupils' achievement is very good in Years 3 and 4 and standards are well above expectations for their age. This is a result of very good teaching. Achievement in science is satisfactory and standards are average in Year 2. In Year 4, pupils' work shows that standards are average and achievement is good and so, by the end of the year, some pupils will reach standards above expectations for their age.
3. The results of the Year 2 national tests in 2003 were well above the national average in reading and mathematics and above average in writing. Compared with similar schools, results in mathematics were extremely high. The provision of extra support for pupils in literacy and numeracy, and support for pupils with behaviour and social problems have had a positive impact on the standards achieved.
4. Many pupils in Year 2 reach higher than average levels of attainment in reading, and in mathematics, the number is particularly high. This is a result of careful planning and work that is appropriate and challenging for more able pupils. Pupils with special educational needs make good progress because of the targeted support from teachers and teaching assistants and they achieve well.
5. Standards in information and communication technology (ICT) are average and pupils achieve well in Years 1 and 2. However, the current lack of a co-ordinator in Years 3 and 4 is hindering progress in these year groups.
6. The systems for tracking progress and a detailed analysis of data enable the school to focus on its priorities for raising standards. The drive to improve standards has included all pupils whatever their ability and so pupils with special educational needs as well as more able pupils have achieved well.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	17.8 (17.6)	15.7 (15.8)
writing	15.5 (15.6)	14.6 (14.4)
mathematics	18.3 (17.6)	16.3 (16.5)

There were 44 pupils in the year group. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development are **good**. The attendance rate is **satisfactory** and most pupils arrive at school on time. Spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- The majority of pupils behave well and have good attitudes to school
- There are a few pupils who have difficulty controlling their behaviour and this affects learning in some lessons
- Pupils' relationships with adults and with each other are good
- Pupils' appreciation of their own culture and the cultural traditions of others are very good

Commentary

7. Most pupils are well behaved in lessons and around the school. Adults are good role models for the pupils and their kindness and consideration towards them is promoting positive attitudes to learning. This was evident in a good Year 1 science lesson when the teachers' calm manner kept the pupils engaged and motivated when looking at how different everyday objects can be made from the same materials. Pupils enjoy coming to school and taking part in all the activities on offer. Relationships between pupils and adults are good and pupils respond well to praise from teachers and other staff and develop confidence and self-esteem which helps them learn well.

8. There is, however, a minority of pupils who have difficulty controlling their behaviour. Generally they do not disturb their classmates but sometimes the learning of all of the pupils is disrupted by their lack of self-control. The school makes very good provision to support individual pupils who have problems which affect their learning. For example, "The Circle of Friends" where a group of children work together outside of the classroom to explore ways to support one child in the "circle". These sessions are very well led by a teaching assistant. This and other innovative support programmes are very effective; however, not all teachers have the strategies to manage behaviour problems effectively in the classroom and the headteacher works hard to provide support and guidance when necessary. The school works hard to maintain pupils in full-time education; no pupils were excluded from school last year.

9. The school promotes pupils' cultural and multicultural development very effectively. Pupils are given very good opportunities to learn about their own culture and heritage. The Isle of Wight is steeped in history and teachers' use island resources very well to enhance history, geography and science lessons.

10. The school has significantly improved its provision for enabling pupils to appreciate other cultures since the last inspection. A close relationship has been forged with a school in Southampton that has an ethnically diverse intake. Pupils from both schools have taken part in exchange visits and joint projects. In addition, a variety of visitors and events in school make a positive contribution to pupils' cultural development. For example, an Asian dancer during Creative Arts Week, Divali and Gamelan assemblies and guitar and percussion workshops with instruments from all over the world. Religious Education, music and art lessons, and books that depict other traditions and ways of life all play a part in the very good provision.

11. Attendance rates are average in comparison with other schools. Most pupils arrive at school on time but during the day some lessons overrun, so others start late. After break and lunchtimes pupils are often late back into classrooms and as a result some lessons are rushed or shorter than they should be.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.4%
National data	5.4%

Unauthorised absence	
School data	0.0%
National data	0.4%

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good**.

Teaching and learning

Teaching and learning are **good**. Assessment is good.

Main strengths and weaknesses

- Teachers' subject knowledge is good
- The organisation of Years 3 and 4 into sets for English and mathematics is very effective
- Teaching methods are helping to raise standards in writing
- Teaching assistants are used very well to support teaching and learning
- Teachers plan well to provide equal opportunities for all pupils
- Pupils have good attitudes to learning and work hard
- Marking of work does not always help pupils know what they have done well and how they can improve

Commentary

12. Teaching across the school is good and work is well matched to pupils' abilities so that all can be fully included in lessons and achieve well. Teaching of children in the reception year is good and often very good. Reception class teachers have high expectations and the children's very good behaviour and good attitudes to learning help them achieve well.

13. Teachers and teaching assistants support pupils with special education needs very well and the achievement of these pupils is good. Teaching assistants have good relationships with pupils who respond positively by working hard and concentrating in class and in extra support sessions. Teachers have good subject knowledge and this results in well-prepared, interesting lessons that involve all pupils.

14. Pupils in Years 3 and 4 work in three ability groups for English and mathematics. This works very well and means that lessons can be planned to meet the needs of the group. Teachers plan together to make sure there is consistency in what is taught and use appropriate activities and teaching methods. This has a positive impact on standards particularly in mathematics, but in one lesson the work for more able pupils in English did not provide them with enough challenge.

15. The school has introduced an innovative approach to support the teaching of writing. This ensures that pupils with different styles of learning achieve well. Pupils use and develop their writing skills in all subjects, not just in English lessons and have individual targets for writing which they work towards in their writing across the curriculum. This approach, and the emphasis on using drama to stimulate writing activities, is having a positive impact on pupils' learning and raising standards in writing.

16. Assessment information is used very well to make decisions on the provision of extra support for groups of pupils and procedures enable pupils' strengths and weaknesses to be recorded and individual performance to be tracked. School assessment data is detailed and analysed well. However, the best practice in marking seen in some classes, where teachers make it clear what pupils have done well and how they can improve, is not consistent across all classes. Where this was good, teachers not only shared what pupils had to learn, but why and how they could achieve well.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0(0%)	7(22%)	20(63%)	4(12%)	1(3%)	0(0%)	0(0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

The school provides a **very good** curriculum. A variety of visits and visitors and a very good range of extra-curricular activities further enhance learning. Overall, accommodation and resources are **good**.

Main strengths and weaknesses

- The curriculum meets the needs of all pupils very well
- The school celebrates pupils' achievements in a range of activities in and outside of school
- Curriculum time is lost because lessons do not always start on time
- The accommodation provides a very good environment in which to learn

Commentary

17. The school provides a curriculum that is well planned, relevant and interesting and meets the needs of all pupils very well. The curriculum is reviewed regularly and the school has effective links between subjects. Improvement since the last inspection is good.

18. Provision for pupils with special educational needs is very good, as they are well supported by teachers and teaching assistants and included in all lessons. If pupils have extra support sessions outside of the classroom, careful planning ensures that they do not miss important areas of learning in other subjects. Individual education plans are detailed, targets are based on pupils' needs and monitored and reviewed very effectively which results in good achievement.

19. Pupils' personal, social and health education is addressed through a very good programme and the provision is evident through all aspects of the curriculum. Parents' views are taken into account, for example, in the review of the sex education policy.

20. A recent curriculum innovation is the systematic use of drama to stimulate writing activities. All staff have received specific training, and the impact is a much richer vocabulary emerging in pupils' creative writing.

21. Curriculum time is lost when lessons do not begin on time which affects the rate of pupils' progress. This often occurs after playtimes and lunchtimes and when lessons run over their allotted time.

22. The curriculum is enhanced by a very good variety of visits, visitors to school and clubs. The clubs provided by the school include art, drama, textiles, netball, gymnastics, recorders, computers, football, country dancing and wildlife explorers. Portsmouth Football Club provides coaching and pupils have the opportunity to learn the guitar and violin with a peripatetic music teacher. The school is involved in a Solent music project, and through this, pupils have had the opportunity to use a set of

African drums for half a term, which helped them learn about the development of rhythmic patterns. An island residential trip based on adventurous activities is organised annually for Year 4 pupils. Pupils' awareness of multi-cultural issues is developed through a link with a primary school in Southampton.

23. The school has an appropriate number of qualified teachers and support staff, who are well trained and effectively deployed, and resources for learning are good. The accommodation is very good and there have been significant improvements since the last inspection, particularly in the Foundation Stage, where the conservatory has greatly increased the opportunities for play, especially in inclement weather. Other spaces in the school have been imaginatively and effectively redesigned to provide additional accommodation for a variety of uses. Music, drama and "Big Maths" activities take place in the "Studio". A "Busy Bee" room is used for small group work, lunchtime games and clubs. Small groups use a multi-sensory room for PSHE and as a stimulus for speaking and listening and creative writing. The improved accommodation has a positive impact on learning and curriculum opportunities. In addition, an ICT suite has helped to improve provision and opportunities in the subject. Outside, large fixed play apparatus is now available. There are many engaging displays of pupils' work, photographs and artefacts creating a stimulating environment which adds positively to pupils' desire to learn.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is **very good**. The school provides **good** support, advice and guidance. Involvement of the pupils in the school's work and development is very good.

Main strengths

- The pupils are very well cared for and they feel secure in school
- Pupils' feel valued because their views are actively sought and acted upon
- Induction procedures for new pupils to the school are very good

Commentary

24. All adults who work in the school form close and trusting relationships with the pupils who feel confident that they can approach someone in school if they have any worries. Health and safety, child protection, first aid and other medical support procedures are very thorough. Pupils work and play in a safe environment. Participation in the Healthy Schools Partnership helps pupils learn about healthy eating and the consequences of poor eating habits.

25. The school has responded positively to pupils with complex needs and provides very good support procedures for them. These include the use of the "multi-sensory" room and social games sessions. Pupils have good opportunities and the confidence to share their emotions with their teachers and with each other in 'circle times', PSHE lessons and assemblies. A teaching assistant provides specific support for pupils' emotional needs. Pupils with co-ordination difficulties are supported with a daily session to address their physical needs. A very good range of activities has been provided for lunchtimes, which has helped to produce good co-operative behaviour between pupils. The midday supervisors encourage the pupils to use the quiet areas, play equipment and take part in organised games.

26. Pupils are very closely involved in the school's work and development. Their views are sought through surveys and questionnaires, class discussions and the school council which has representatives from Years 1 to 4. Pupils are confident to express their opinions as they know their views are valued. The headteacher responds positively to their suggestions. For example, in a survey to find out what improvements pupils would like to see in school, a "dinosaur on the field" received quite a large response! During a "Creative Arts" week, a growing hazel tunnel, shaped remarkably like a dinosaur was erected as part of an environmental project.

27. The induction arrangements for children entering the reception year are very good. There is a close partnership between the school and the Stepping Stones pre-school group. Parents are invited to meetings, and receive good written information and the children spend increasing amounts of time in the reception classes. Children are asked about their interests and the teachers put exciting activities together based on their responses. Induction procedures for older pupils entering the school are very good which is an important aspect as an increasing number of pupils enter the school other than at the normal time and this is often because of difficult or unusual circumstances. They are paired up with 'Buddies' and are also asked for their interests and feelings about their new school. This information is used very effectively by teachers and helps new pupils settle happily into school life. Parents are very happy with the arrangements for settling their children into school.

Partnership with parents, other schools and the community

Parental links and the school's efforts to involve parents in school life are **very good**. Links with the community are **excellent** and links with other schools are **very good**.

Main strengths

- The school successfully encourages parents to be involved in their children's education
- There are excellent links with the local community that greatly enrich the curriculum
- The oldest pupils are very well prepared for the next stage of their education

Commentary

28. Parents are very positive about the work of the school. The headteacher works hard to get parents involved in school life and their views are sought through annual questionnaires. A number of parents regularly help in school in a variety of ways. Parents are invited to class assemblies and church services and the attendance at these and other parent and teacher and curriculum meetings throughout the year, is very good. The school runs an active Family Learning Programme and has provided accommodation for the group to use. The involvement and enthusiasm of parents in this group is good and the school is carefully monitoring the impact on pupils' progress. The Friends of Binstead (FOB) holds popular fundraising and social events. Funds raised are wisely spent, in line with priorities from the school improvement plan. The headteacher also uses members of the FOB group as a parent consultation group. The quality of information the school provides for parents is very good. School reports are very good and include clear targets for improvement. Regular newsletters are issued, the "Binstead Buzz", and governors regularly communicate with parents through the Binstead Bulletin.

29. Community links are excellent. The school is part of the Binstead Community Partnership and local people are very supportive of the school. Pupils benefit from the wide range of activities in which the school is involved. The partnership is currently involved in creating a new garden in the school grounds for local residents and pupils. Pupils attend church services and the local Quarr Abbey. The school is also linked to a centre in Newport for adults with learning difficulties. There is an elderly population in the housing around the school and pupils distribute harvest gifts and entertain senior citizens at two local Residential care Homes. Pupils and their families are involved in local events such as the Binstead Stone ceremony, the Ryde Lights of Love lantern parade and a school's festival held at Carisbrooke Castle. Local artists work in school and give pupils and parents experience of pottery, embroidery and other art forms. All of these excellent opportunities greatly enhance pupils' social and personal development as well as making very valuable contributions to their learning in a range of subjects.

30. Links with other schools are very good. The school works with other local schools in a "cluster" group to raise standards by sharing expertise and to develop joint projects, for example the focus on improving writing. Two pupils from a local Special School spend one day a week at Binstead. The transfer arrangements for pupils to their next schools are very good as a result of the liaison within the "cluster". Staff from the schools work closely together on work in mathematics, English and ICT to ensure good continuity in pupils' education.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are **good**. The leadership of the headteacher is **very good**. The management and governance of the school are good.

Main strengths and weaknesses

- The very good leadership of the headteacher
- A very rigorous self-evaluation process with a focus on standards
- Very good use of monitoring, analysis and interpretation of data to guide school improvement
- Lack of time for all co-ordinators to systematically monitor classroom practice

Commentary

31. The headteacher has a very clear vision for the school and is fully committed to ensuring all pupils participate fully in school life and achieve well. This vision is shared with teams throughout the school and motivates teachers to strive for the best possible provision. The headteacher's skills are recognised by the local education authority (LEA), as she is a Consultant Headteacher with the Primary Strategy's Leadership Programme. The headteacher regularly monitors teaching and samples pupils' work to identify strengths and where improvements need to be made. In this way she has a clear overview of all elements of the school's work. Not all subject co-ordinators are fully involved in this process so focussed evaluation of progress in some subjects is lacking.

32. All staff have clearly defined roles developed through performance management reviews. The headteacher is successfully developing the leadership of the senior management team. One member is working on the LEA's Learning and Development Team and another is a Leading Teacher. The co-ordinator for pupils with special educational needs provides very good management. The school rigorously identifies and tracks the progress of these pupils from an early age. It provides very good support to improve their skills and these pupils make very good progress. This makes a very good contribution to the way the school ensures that all pupils are included in every aspect of school life.

33. Management is good and the headteacher is well supported by the deputy headteacher in this area. A very thorough analysis of data collected by management helps the school to evaluate its performance very well and to focus on the correct priorities such as writing and spelling. Good induction procedures for new staff help to ensure that they have a clear understanding of the school's policies and expectations.

34. Governance is good. Governors share the school's vision and aims and have a committee established to support this. They contribute well to planning the school's future because they have a clear understanding of the school's strengths and weaknesses. They are developing their role of challenging the school about its performance. The introduction of performance management for the governing body is enabling them to review their roles and the way they carry out their responsibilities. Governors fulfil all their statutory responsibilities well.

35. The school has good systems in place to assess whether it is getting good value from its funds and this is linked to the school improvement plan. The recent focus on the reception classes and the new classrooms and conservatory have made an impact by enabling the reception children to have more ready access to a range of activities. The management of day-to-day financial transactions is good.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	532377
Total expenditure	491894
Expenditure per pupil	2388

Balances (£)	
Balance from previous year	32751
Balance carried forward to the next	40483

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**. Attainment on entry to the school is average. Children achieve well and by the end of the reception year, overall standards are above those expected. The overall quality of teaching and learning is good. In mathematical, creative and physical development, and knowledge and understanding of the world, teaching and learning are good. In personal, social and emotional development and communication, language and literacy, they are very good. This, alongside a very good range of opportunities and activities, enables the children to achieve well.

Teachers and teaching assistants work very well as a team to support the children's learning. They have a good knowledge of the needs of young children and use assessments very well to ensure that individual needs are met. This ensures that all groups of pupils do well. The school has very good links with the pre-school and with parents, which enables children to settle quickly into school. The very good accommodation and good resources support a very broad and interesting curriculum linking all areas of learning together. The Foundation Stage is very well managed and there has been good progress since the last inspection.

Personal, social and emotional development

Provision in personal, social and emotional development is **very good**.

Main strength and weakness

- There is a good balance between the use of children's independent and teacher directed learning
- Teachers provide too few opportunities for children to plan and review their own learning

Commentary

36. Children respond very well to the secure routines. Teachers actively develop self-confidence in children and teach personal and social skills very well. Drama is used to teach right from wrong. Children respond very well by forming very good relationships with each other, working independently and taking out and putting away their own resources. The well-structured environment encourages independence, however, there are too few opportunities for children to plan and review how well they have done and what they could do better. Nearly all children achieve well and are likely to exceed the standards expected of them by the time they have completed the reception year.

Communication, language and literacy

Provision in communication, language and literacy is **very good**.

Main strengths

- There is effective use of drama
- There is a very wide range of opportunities for children to write independently

Commentary

37. Achievement is very good. Role-play areas and writing tables and boards encourage the children to write independently and for a purpose. Some children write their own sentences and spell correctly common words. The use of drama encourages children to speak and listen confidently. In the lesson on "The Little Red Hen" children were very articulate when explaining the growing process and how bread is made. Children enjoy books and some are beginning to read confidently and recognise and use letter sounds and familiar words. A small group of children have already achieved the standards expected of them and by the time they leave reception, most will have achieved them.

Mathematical development

Provision in mathematical development is **good**.

Main strengths

- Activities are designed to meet individual needs
- There are good opportunities for problem solving activities

Commentary

38. Children achieve well and most are likely to achieve or exceed the expected standards by the time they enter Year 1. Teachers design practical activities to enable children to learn at different levels. During the inspection a group worked on counting to ten by feeding a row of pretend hens. Others were combining two numbers to complete simple addition sums. Both the reception teachers and teaching assistants make good use of questioning to increase the children's learning and enable them to solve simple mathematical problems.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is **good**.

Main strength and weakness

- There is a good range of opportunities linked to other areas of learning
- The outside area provides too few opportunities for the children to learn about the environment

Commentary

39. Children enjoy learning about the world about them through the provision of an interesting range of resources and visits. Children benefit in many ways from the schools outside area, but it is not used enough as a resource for learning about the environment. They explore care for animals through their topic on pets with real rabbits and goldfish and a role-play vets surgery. A practical bread making session during the inspection enabled the children to develop an understanding of how bread is made. Most children use the computer independently and show good dexterity in the use of the mouse. Children achieve well and, by the end of the reception year, nearly all will have achieved the standards expected for their age.

Physical development

Provision in physical development is **good**.

Main strengths

- There is a good range of focused activities
- Good use is made of the outside area

Commentary

40. Children develop their physical skills well by using a good range of resources including large building blocks, large boxes, pedal and push vehicles and large tyres. Children are given the opportunity to explore their own ideas but also to respond to focused activities relating to the current topic they are exploring. They use bats and balls to develop throwing, catching and aiming skills. Teachers make good use of the outside area and conservatory on a daily basis. Good co-ordination of hand and eye skills is developed through cutting, sticking, tracing, colouring and painting. Achievement is good and by the end of the reception year most children will have reached the expected standards for their age.

Creative development

Provision in creative development is **good**.

Main strengths

- There are very good opportunities for role-play
- Teachers provide a wide range of stimulating activities

Commentary

41. Children enjoy developing their imaginative skills in the different role-play areas and act out the "Little Red Hen" story in her house. They show good skills when they make models such as windmills out of a range of materials and use a range of paints to colour mix. Teachers provide further interesting opportunities for children to use paint, play dough and collage using a range of different materials. By the time the children reach Year 1, most will have achieved well and reached the expected standards for their age.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils reading skills are very good
- The subject is very well led and managed
- Standards in writing are improving but pupils' spelling is a weakness

Commentary

42. Standards in Year 2 are well above average in reading and above average in writing. Achievement is good and by Year 4, pupils' standards in English are above national expectations for their age. The percentage of pupils who reach the higher level than expected for their age, particularly in reading, is higher than the national figure. There has been good improvement since the last inspection.

43. The school has identified writing as an area for improvement. Alongside the planning and guidance from the National Literacy Strategy, which has been implemented effectively, a structured approach to teaching and the targeting of writing is supporting the drive to improve standards. Drama is used very effectively as a stimulus for creative writing and the impact of this is seen in the improved quality of pupils' work, particularly in the richness of their vocabulary.

44. Pupils speak clearly and expressively and know that their responses to teachers' questions will be valued which gives them confidence. They listen attentively both to their teachers and each other. Teachers promote speaking and listening very well in lessons and as part of personal development. Role-play and drama activities help develop speaking and listening skills and extend pupils' vocabulary. Teachers and support staff provide good role models.

45. Standards in reading are well above average. Pupils enjoy reading and the range of reading opportunities and resources are very good. They read very well, with confidence and good expression and older pupils have developed skills which allow them to read and enjoy novels and non-fiction books with a good level of understanding. Younger pupils develop a good knowledge of early reading skills through games and activities, which are fun, and motivating. For example, in a very good Year 1 lesson to recognise and match sounds, pupils co-operated very well, were totally engrossed in the lesson and enjoyed their learning. The teaching was very good because of the teacher's knowledge of the subject, her skills and expertise and her high expectations. The teacher used the last part of the lesson very well to assess what the pupils had understood and learned.

46. Standards in writing are above average. Pupils enjoy writing and write for many different reasons and in different styles. In a good lesson, pupils in Years 3 and 4 learned to identify key words in a text in order to develop note-taking skills. Pupils achieved well because the teacher carefully explained what they were learning, why this skill was important and what they needed to do to achieve well. The lesson was linked to history and pupils had the opportunity to put what they had learned into practice straight away which gave the activity purpose and meaning.

47. Handwriting is good and older pupils present their work in interesting and attractive ways. Standards in spelling are not high enough. Pupils rely too heavily on spelling words as they sound which means that spelling is often inaccurate. The school has identified spelling as a priority and actions for improvements are detailed in the improvement plan.

48. Teaching and learning are good overall. Teachers plan exciting, interesting lessons and use a range of strategies to ensure all pupils learn well including those with special educational needs. However, in one lesson seen, there was insufficient challenge for more able pupils and the expectations for this group were not high enough. In a very good lesson, linked to work in history, the teacher assumed the role of a Celt woman and used good drama techniques to prepare pupils for

their writing. Pupils responded very well and the quality of their writing benefited from the opportunity to question the "Celt woman" and try out their ideas on dry wipe boards to share with each other. Targets are set for pupils which means they know what they are aiming for. Teachers mark work regularly, or talk to the younger pupils about their work, and often let pupils know what they can do to improve; however, this is better and more consistent in some classes than in others. Teaching assistants are managed very well by teachers and the quality of their support in English lessons and the extra support sessions they run have a positive impact on pupils' achievement.

49. Resources for English are good. The library is used well by pupils and provides a very good resource. It is a very attractive, exciting area. Resources include, up to date books, displays of pupils' work, poetry written by pupils and parents during a recent Creative Arts week, a listening area with headphones and story tapes and a collection of information books written by ex-pupils. These resources provide examples of quality work and have a significant impact on pupils' learning.

50. The subject is very well led and managed. There is a clear understanding of the priorities for the subject. Monitoring, target setting and tracking of progress has led to improvements in standards. The co-ordinator is a member of the LEA's Learning and Development Team and shares her expertise with other schools.

Language and literacy across the curriculum

51. The use of pupils' language and literacy skills across the curriculum is good and has a positive impact on learning and standards in other subjects.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths

- Pupils achieve well at the end of Year 2 and very well at the end of Year 4
- Results are well above average, having consistently risen over the last four years
- The quality of teaching enhances pupils' learning
- Leadership and management are very good

Commentary

52. The 2003 national test results for pupils at the end of Year 2 were well above the national average and very high in comparison with similar schools. Standards of work seen during the inspection were above national expectations in Year 2 and well above in Year 4. The school prepares pupils well for the national tests by running focus groups in Year 2. All pupils achieve well in Year 2 and very well in Year 4. Pupils with special educational needs make good progress because of the targeted support from teachers and teaching assistants.

53. The quality of teaching and learning is good in Years 1 and 2, and very good in Years 3 and 4. The National Numeracy Strategy plans are used, and, together with appropriate questioning and very good explanations, pupils' knowledge and understanding are developed systematically, as in a Year 1 lesson on even numbers, where pupils discovered the rule for identifying these for themselves. The pace of lessons, including time targets, and the range of teaching methods, contributes very well to pupils' learning of mathematical skills. In the most successful lessons, resources were used effectively for the tasks set and the final sessions gave opportunities for assessing what the pupils had learned. In mental activities, pupils made most progress when they were given time to think through their answers independently, for example, in a Year 3/4 lesson pupils were developing strategies for identifying the six times table using their previous knowledge of the two and four times tables. However, lessons were observed where the work set was not well matched to the needs of all the pupils, a few pupils were not actively engaged in the learning process for a while, and not enough explanation and demonstration of examples were given for pupils to achieve well.

54. The strengths and weaknesses of the subject are known, and there is a very clear vision of what improvements need to be made. The leadership by the co-ordinator is reflective, and results are very well analysed for the governors. Other staff are supported very well and plans are monitored weekly. Teaching is monitored on a regular basis. Assessment procedures are satisfactory. Marking of work is not consistent, which was an area for development in the last inspection. Some books contain indications of what the pupil needs to do to improve, and others do not, although pupils do have targets and know what they are. Resources are good and accommodation is very good, with bright displays which are conducive to a good learning environment.

55. Improvement since the last inspection has been good, with plenaries now taking place at the end of most lessons giving opportunities for assessment, regular monitoring of teaching, and a good pace in most lessons.

Mathematics across the curriculum

56. Satisfactory opportunities are provided for pupils to use their numeracy skills in other subjects. In information and communication technology, an investigation had taken place into the incidence of coloured Smarties, and data is regularly used in geography and science for constructing bar charts. Links with ICT and art were evident in the creation of repeated patterns. Even a visitor in assembly put the pupils' numeracy skills to the test!

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There is a balanced curriculum
- There is good use of teacher questioning to develop pupils' skills
- Teachers give good demonstrations
- The use of constructive marking is inconsistent

Commentary

57. Standards in the 2003 assessments for Year 2 were well above the national average in science. The analysis of pupils' work and lesson observations during the inspection show that standards for the current Year 2 pupils are in line with national expectations and achievement is satisfactory. This is due to the difference in abilities in year groups and to satisfactory teaching. In Year 4, work shows that standards are currently in line with national expectations. However, pupils are being given the opportunity to work at higher levels and are achieving well and so some are likely to achieve above these expectations by the end of the year.

58. By the end of Year 2 pupils begin to make their own predictions and discuss the use of a fair test. They make a circuit light up a bulb. By the end of Year 4 pupils carry out investigations. They test different materials and investigate magnetism and springs. They use thermometers accurately including the use of sensors attached to the computer.

59. Overall teaching and learning in science in Years 1 and 2 is satisfactory with some good teaching. In Years 3 and 4 it is good overall with some examples of very good teaching. Teachers are skilled at using questioning to further learning. In most lessons they clearly explain to pupils what they are going to learn, what they need to do and how to do it. Where this is clear, pupils learn well. During the inspection, pupils were able to carry out investigations on cold and heat independently. Some teachers use marking to help pupils to understand what they have achieved and what they need to do next to improve, but this practice is inconsistent. Assessment is satisfactory and follows a whole school system to record gains in knowledge and understanding. Links with other subjects are well developed with examples in literacy, geography and information and communication technology seen during the inspection. The science curriculum is well balanced and all aspects are covered with equal weight.

60. The leadership of science is satisfactory. The subject is monitored but at present this lacks sufficient focus to quickly drive forward improvements. Resources are good. Progress in the subject since the last inspection is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Improvement in provision since the last inspection has been good
- The leadership and management of ICT in the Foundation Stage and Years 1 and 2 are good
- The achievement of pupils is affected when lessons do not begin on time

Commentary

61. Only three lessons were observed in ICT, and, apart from displays around the school, there was very little previous work to inspect. From the evidence available, pupils across the school reach standards that are in line with those expected, and achieve well in Years 1 and 2 and satisfactorily in Years 3 and 4.

62. In the lessons observed, teaching and learning were good in Year 1, and satisfactory in Years 3 and 4. In the most successful lessons, teacher demonstrations were delivered at an appropriate speed, in short measure at frequent intervals, enabling pupils to remember how to follow instructions. For example, in a Year 1 lesson when pupils were creating an object using the paint program and labelling with appropriate text. When lessons started late, pupils became confused and made mistakes when teachers rushed their explanations and demonstrations and then needed a great deal of support to improve their work. For example, in a Year 3/4 lesson, pupils had created a list of dates and they were expected to produce a chronological time line, by reordering the text using cut and paste. Pupils were confident about explaining orally what they needed to do, but found using the practical information more difficult.

63. The lack of a co-ordinator in Years 3 and 4 is hindering progress in these year groups. Management and leadership in the earlier years are good, with pupils' work being regularly monitored. Staff are well supported and given training when the need arises. Resources and accommodation in ICT are good. It can now be taught as a separate subject, and this represents good improvement since the last inspection. The availability of a technician for part of the week also represents good progress.

Information and communication technology across the curriculum

64. The skills pupils learn in ICT sessions are used well in other subjects. Pupils had the opportunity to generate pie charts in Year 4 about the number of boys and girls in the class, and Year 1 created butterflies using the paint program. Year 3/4 produced repeating patterns in art by rotating and reflecting fish, using the brush tool to create different effects. The computer club looked at websites and wrote reviews of what they had used.

HUMANITIES

65. During the inspection, one lesson was seen in religious education, one in history and no geography lessons and so it is not possible to judge overall provision in these subjects. On the evidence of the lessons seen, work sampled, work displayed around the school and discussions with pupils, all three subjects are taught fully and the breadth and depth of study is good.

66. In **history**, teaching in the one lesson seen in Years 3 and 4 was good. Discussions with pupils in Year 2 show that they have a good understanding of historical facts and can make comparisons with the past and present. The co-ordinator has made an impact on standards by developing links with other subjects and pupils benefit from being asked what they know about a topic before and after studying it. Leadership in history is good.

67. In **geography**, a range of visits and visitors play an important part in making the work interesting and relevant. The local area is used well to study environmental issues. Residential visits by Year 4 pupils include orienteering and map reading activities and make a good contribution to the development of pupils' social development.

68. In **religious education** the scheme of work is based on the locally agreed syllabus. An awareness of other world faiths as well as Christianity was evident in the work in pupil's books, for example some symbols and festivals of Judaism. In the Year 1 lesson observed, pupils enjoyed the dramatic retelling of the story of Zacchaeus by a teaching assistant, who used resources well. As the story progressed, the pupils became really focused, and the atmosphere within the room allowed for opportunities for spiritual development. The lesson was completed by the class teacher, who led the pupils into considering how they could represent Zacchaeus as a person, both before and after he had met with Jesus, using the movement of their hands and the expression on their faces. Finally, the pupils collaborated well in pairs to retell the story in role-play.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. Only two lessons were seen in music and physical education and no lessons were seen in art and so it is not possible to make an overall judgement on provision in these subjects. Creative arts have a high profile in the school and a recent Creative Arts week provided much evidence of this. There are exciting and effective links between creative arts, humanities, literacy, numeracy and ICT which ensure that individual subjects have relevance and meaning for pupils and they can apply their skills across the curriculum.

70. In **art**, no detailed judgements can be made, but it is evident from teachers' planning and previous work that the subject is fully taught. The display in the school's Art Gallery is attractive and interesting and shows the good range of art including work in textiles, clay and printing. There are good links with other subjects such as ICT, science, mathematics and literacy and a positive impact on pupils' cultural development, for example, through a study of Aborigine art and design. All of the classes are named after a famous artist and pupils' work in the style of the chosen artist is displayed and celebrated. Visiting artists work on specific projects which has a good impact on the quality of pupils' art work and their enthusiasm for the subject.

71. In **music**, although no detailed judgements can be made, it is clear from the two lessons seen, teachers' plans and discussions with pupils, that the school offers a very good and varied musical experience. The "Studio" room is used for music lessons and provides storage and easy access to a good range of musical instruments. In the lessons seen in Years 3 and 4, teaching and learning were good, pupils achieved well and standards were above expectations. Pupils invented and performed rhythmic patterns. They notated their compositions and performed each other's work. They knew and used correct musical vocabulary, for example, dynamics, tempo, pitch and changed and improved their work accordingly. These lessons built on pupils' experiences and knowledge from working with African drums as part of the Solent Music Project. Singing in assemblies is enthusiastic and melodious. Pupils have opportunities to learn the guitar, violin, cello and brass instruments with a peripatetic teacher. Pupils also have the opportunity to join choir and recorder clubs and perform in school productions and Carol singing events. The subject is led and managed well; the co-ordinator supports other staff and arranges opportunities for pupils beyond the normal curriculum.

72. In **physical education**, no detailed judgements can be made, but it is clear that the subject is taught fully and pupils' learning is well supported through a wide range of activities. There are good links with local schools and good participation in island events, for example a country-dance festival, "Kwik" cricket and a Midsummer Dance Festival. The curriculum includes, dance, games, gymnastics, athletics, swimming, outdoor and adventurous activities. In a Year 1 lesson seen, teaching and learning were good, pupils achieved well and standards were above expectations. Pupils had a good awareness of their own space and that of others and good control and balance. Pupils worked well with partners and gave each other good support and co-operation. The teacher was very skilled and used good performance by pairs of pupils as teaching points for the whole

class. Pupils were extended and challenged to do better. The class has some pupils with extremely challenging behaviour and the teacher's expertise and very effective management skills included these pupils without disrupting learning for the rest of the class. Pupils have the opportunity to take part in netball, football and gymnastics clubs and a professional coach provides football coaching from Portsmouth Football Club. The subject is well led and managed with a successful recent focus on improving standards in gymnastics.

Design and Technology

Provision in design and technology is **good**.

Main strengths

- Pupils make good progress and achieve well
- They are keen to talk about their designs and work enthusiastically

Commentary

73. Standards in design and technology are in line with national expectations at the end of Year 2 and above national expectations at the end of Year 4. From photographs of the designs which pupils have planned and created, good progression can be seen as pupils move through the school. In Years 1 and 2, pupils made a pull/push book about Rumpelstiltskin, with moving parts. They enjoyed learning how to make bread and fruit salad and made various types of masks and vehicles which were designed with a particular purpose in mind. In Year 3/4, pupils had designed torches with safety in mind, and built monsters from junk with moveable parts. Achievement is good across the school.

74. The quality of teaching and learning is good. Teachers give good demonstrations of how pupils should approach the projects, and they are encouraged to plan their designs carefully, as seen in a Year 2 lesson where several types of puppets were available, including string, finger and glove, from which pupils could choose to plan their own. They then made a paper design before choosing their material. Pupils were very happy to talk about their previous work, and how they anticipated taking the project further.

75. Teachers have good subject knowledge and give good explanations. This represents good improvement since the last inspection. Year 3/4 pupils learn how to sew in running stitch and make a container, consolidating the planning from the previous lesson. Health and safety issues when using needles were made clear at the start of the lesson, and pupils were expected to conduct a fair test at the end to see how strong or weak their stitching was. From the evidence in their books, pupils are always encouraged to think carefully about their design, plan the materials needed, evaluate the finished product, and comment on how it could be improved.

76. The leadership and management of design and technology are good. The work of pupils and teachers' planning are monitored carefully so that any weaknesses in learning can be identified and resolved. Many opportunities are available for pupils to be involved in projects connected with the community, for example they regularly decorate a local shop window and have been involved with a local bulb-planting project. A local sculptor has visited school to stimulate the pupils' creativity, and a material tree based on a design from the Bayeux Tapestry has been created in one of the public areas of the school with help from the Embroiderers' Guild, who donated the trunk. Some outstanding celebratory work can be seen in the form of collages for the Millennium and the Queen's Golden Jubilee. Improvement since the last inspection has been good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education (PSHE) is **very good**.

Main strengths

- The provision is very well planned
- The positive ethos of the school supports work in PSHE

Commentary

77. The school has a strong, well-planned PSHE programme which meets pupils' diverse needs. Pupils understand the need to consider others because of the amount of work they do with the community. Lessons are planned to include discussion times which help develop pupils' awareness of the feelings and needs of others. They participate enthusiastically and confidently, making their voices and opinions heard whilst respecting those of others. Specific requirements in relation to health, sex education and drug education are met and teachers respond very well to personal and social issues as they arise. The very good ethos of the school helps pupils to become mature and responsible and show respect for others. The participation in the Healthy Schools Partnership helps pupils learn about healthy eating and the consequences of poor eating habits.

78. The school is beginning work on citizenship through understanding the nature of democracy. In one lesson seen, the teacher and teaching assistant worked well together to explain this. The idea initially challenged pupils, who found it difficult to understand, but the teacher persevered and by the end of the lesson, good teaching skills and good questioning skills extended the pupils' thinking and they achieved well.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).